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ABSTRACT

A study examined how student-writers accommodated a real audience--that is how they adapted their writing to communicate clearly and forcefully with an audience other than the teacher. Subjects, 18 students in a pre-composition, remedial English course at Indiana University East, were asked to revise the formal drafts into a "publication" of the fourth of six writing assignments, based on comments from their fellow students. Pre-publication drafts were compared to the post-publication draft to find evidence of new-found rhetorical concern for audience with regard to purpose, tone, message, method, and order. Results indicated that 13 of the students became aware of at least one new rhetorical concern and attempted to make an appropriate change in their writing, and that most changes were attempts to clarify. Results also indicated that three of the student-writers who made "superficial" changes had already mastered their rhetorical concerns and probably needed a more sophisticated response than their classmates could offer. Findings suggest that the student-writers did attempt to adapt their writing to communicate with an audience, and that English teachers should make publishing a regular part of a writing assignment. (Numerous versions of several students' papers--including comments of other students--are attached.) (RS)

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ED 367 984

Publishing-Project Report:

by
Gary R. Cobine

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Writing as a Response to Reading

February 7, 1994

CS214356

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Research Question

After studying Learning Package 35, "Making Writing Public," I wanted to know how student-writers would accommodate a real audience: What rhetorical concerns would they discover? What rhetorical changes would they make?

I considered the questions important for two reasons. First, I thought that publishing would induce student-writers to take rhetorical concerns seriously. Instead of writing to the teacher, merely to satisfy a requirement, they would be writing as writers, perhaps for the first time, using the audience response to monitor and adapt their writing. To communicate with their audience, that is, they would have to pay attention to their main idea, their method of development, and their order, among other rhetorical concerns. Second, I hoped that publishing would show them the product attainable from the process of writing. They would see that all writers, whether professional or amateur, rewrite as many times and as many ways as necessary to reach an audience. In other words, they would see that revising and editing are not merely academic exercises, but ways of enhancing written communication.

In Learning Package 35, "publishing" was defined by the researchers in accordance with two factors. First, student-writers would be sharing their writing with a real audience other than the teacher; at best, they would be writing to an audience whom they sought to please. Second, they would be printing and distributing copies of their writing as a product. [See Joyce Carroll's "Publishing: the Writer's Touchdown," in ERIC.] The researchers also suggested some procedures for publishing. Because student-writers especially benefited from reading their work aloud, the teacher would do well to use oral

reading in a publication assignment. [See Marge Simic's "Making Writing Public," in ERIC.]

While studying the researchers' ideas, I recalled an obliquely relevant anecdote. It seems that three characters named Anybody, Nobody, and Somebody have a task to accomplish. Anybody sloughs off the task because Nobody wants to do it. Naturally, if the task is to be accomplished, Somebody must be found. Similarly, during my three and one-half years as a composition teacher, when I would ask student-writers about their target audience, they would often tell me that they obviously were writing to "*anybody* who might be interested." As a result of my Publishing Project, I wanted to find out whether Anybody could become Somebody instead of Nobody and whether student-writers would adapt their writing to communicate clearly and forcefully with this Mr. or Ms. Somebody.

Method

I planned the Publishing Project for 18 students in Pre-Composition, W 031, a remedial English course at Indiana University East. These students had not performed well enough on a skills test to become eligible for Elementary Composition I, W 131. By proving their competency in W 031, they could enroll in W 131 the next semester.

Although the students were of widely different ages, their orientation toward writing was similar. While some had recently graduated from high school, and others had been out of school for several years, and still others had been out of school for several decades, I knew from my experience at I.U. East that neither recent high school graduates nor non-traditional adult students would have studied or practiced the principles of composition. Typically, the recent graduates would have written short-answer responses to test questions, while the older adults would have written memos and, sometimes, letters. Whether young or old, they generally lacked both understanding of the purpose of writing and confidence in their ability to write. They would be attending class primarily for the sake of some certificate or degree that, they hoped, would increase the likelihood of their

finding a job. Although many would concede that they needed to improve their ability to write, few would want to work at it seriously. However, since I also knew from experience that within some students would lie a dormant intellectual curiosity about symbolic communication -- the use of symbols to convey thoughts, emotions, intuitions, and sensations, I decided to make a publishing a part of one assignment. Given the opportunity to communicate with a real audience, these sleeping writers might awaken to the pride that writers could find through their writing, I conjectured.

The course was founded upon a Student Notebook, a record of every student's writing. Students were to purchase a bound notebook with loose-paper pockets. They were to begin all six writing assignments with three Notebook Entries, based upon topics about which they were encouraged to write freely and informally. [**See Prewriting-Project Report for explication.**] They were to label and date these entries as they would in a journal. For every assignment, they were then to choose one of their three entries as the Selection, the basis for their composition for that assignment. After this prewriting phase in every assignment, they later would be led through revising and editing phases. [**See Revising-Project Report and Editing-Project Report for explication.**] All along the way, they were to label, date, and order their writing -- all their notes and drafts -- in their Student Notebook. Finally, for every assignment, they were to prepare a Formal Draft that met the specifications for a college paper. [**See W 031 Course Syllabus, pages 2 and 3.**]

To test my premises about publishing, I added a publishing phase to the fourth of the six course assignments. Having already been through prewriting, revising, and editing phases, and having produced a Formal Draft, the students were to read the draft aloud in class. First, they were to read it aloud slowly and carefully as their classmates read along on paper. Next their classmates were to write a message on the photocopy to answer the following questions: *What do I now want to know about the topic? What don't I understand about the topic?* Finally, after re-collecting all 18 copies, the students were to

use their classmates' messages to revise the draft. At the next class meeting, the students were to turn in an upgraded version of their Formal Draft, along with a brief Explanatory Note in which they described what changes they had made and why they had done so.

I intended to compare the pre-publication draft with the post-publication draft to test my premises about publishing. In the post-publication version, I sought evidence of newfound rhetorical concern for audience with regard to purpose, tone, message, method, and order. In other words, I sought evidence of rhetorical adaptation to an audience.

Analysis

In comparing the pre- and post-publication drafts, I intended to look especially for signs of the two rhetorical concerns studied in the course: unity and coherence. For each concern the students had studied exemplary paragraphs -- paragraphs that centered on one clear idea and that contained only relevant examples, and paragraphs whose examples were ordered logically and whose sentences were smoothed with transitional expressions. Though looking primarily for signs of unity and coherence, I intended to remain alert to signs of extracurricular rhetorical activity brought out by the students' newfound awareness of audience, signs such as clear purpose, consistent tone, and a deliberate method of developing a message. To enlarge my perspective on the overall results of the Publishing Project, I categorized the changes in the post-publication draft by degree of rhetorical effectiveness. The papers were separated into three categories: "superficial change," "ineffective change," and "effective change." "Superficial" would mean a spelling correction, a mechanical adjustment, or a minor grammatical change. "Ineffective" would mean a rhetorical change that failed to improve the second version. Again, "effective" would mean a change that added to unity and coherence, or that showed newfound purpose or method. If a post-publication draft contained one such change, it would be deemed effective.

Categorized in this threefold way, the post-publication results were as follows:

- two ineffective-change paper
- eleven effective-change papers
- five superficial-change papers

Perhaps just as important as the number of effective changes was the number of student-writers who attempted changes. Two-thirds of the post-publication papers showed students' attempting to adapt to their audience. In their Explanatory Notes, many students explained the changes in their post-publication version in relation to their classmates' messages. One student, for example, wrote that she gave the paragraph a title "because it was suggested" and changed the word *profound* to *ideal* "because one student did not think *profound* sounded right." In addition, she changed one sentence to defer to non-traditional students who might, she thought, be offended by the implication that all college students are young. Although her changes showed considerable audience awareness, the post-publication draft still lacked any unity or coherence, so it was categorized as ineffective. **[See Paper 1.]** In the other paper with an ineffective change, the student also explained his change in relation to his classmates' messages. In his Explanatory Note he wrote that "many people said that I needed a better concluding statement, so I did [provide one]." Unfortunately, the slight change in wording did not clarify his idea. In both instances, the student failed to respond to some key questions asked by classmates. **[See Paper 2.]**

Fortunately, most of the changes in the post-publication papers were effective. Four student-writers clarified their second version by adding definitions of technical terms. One student added an illustrative sentence definition for the biological term DNA. **[See Paper 3.]** Similarly, two students, writing about medical problems, added sentence definitions for the terms *anorexia* and *bulimia*, and one student, writing about her ethics class, added a parenthetical definition for the term *euthanasia*..

Three student-writers clarified their second version by adding details. Writing about her husband's job, one student specified the job title, the type of machine upon which he worked, and the health hazards involved in his work. Another student added examples to specify "extra spending money," and a third student added examples to specify "bills." In every instance, the student was responding to classmates' messages. [**See Paper 4.**]

Three student-writers made their second version more coherent. One student added transitions and a conclusion. A second student repeated a key word. Writing about a successful football team, a third student reordered his examples so that the information about a certain player would be all together rather than diffuse and digressive. [**See Paper 5.**]

Finally, one student-writer made her second version slightly more unified. She deleted a judgmental comment irrelevant to the central idea of her paragraph. [**See Paper 6.**]

In the five papers that showed no significant rhetorical change, the student-writers implied in their Explanatory Notes that their classmates' messages were too vague. One student wrote that "most of the class said it was good." Another student wrote that she "didn't get feedback stating what changes needed to be made." A third student wrote that he "did not get that many good suggestions." As it will be seen, however, their claims were unjustified by the evidence. Their classmates' messages were generally poignant and potentially helpful.

Curiously enough, the other two students in this category wrote outstanding compositions, by W 031 standards. Having met their rhetorical expectations, these two student-writers were shifting their attention to grammatical concerns. On of these students needed to clarify vague pronoun references and to make use of parallel constructions. The other needed to use the active voice more often. By doing so, she simultaneously would have eliminated most dangling modifiers in her drafts. [**See Paper 7.**]

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Contrary to the complaints by the other three students in the superficial category, the evidence showed that their classmates generally responded to one another with insightful messages. In most cases, the messages were quite cogent. For example, the student who wrote about her husband's job was asked, among other questions, the following ones:

- What exactly does he do?
- What kinds of machines does he work with?
- Where does your husband work?
- What are his wages?
- Does he work every day?
- I don't understand how serious the effects [of his job] are on him.
- Does he wear protective clothes?
- Does he ever consider working somewhere else?
- Why does he love his job?

As a result of these questions, the student-writer added to her post-publication draft specifics about the machines and the health hazards. **[See Paper 8.]**

With regard to serendipitous results, several student-writers showed renewed purpose in their post-publication version. Writing about dropping out of school, for example, one student reoriented, in a rhetorically sophisticated way, toward high school students . She addressed them directly by writing in the second person throughout the paper and warned them by giving examples of how would-be employers would judge them harshly if they dropped out. Being concerned with job prospects, her audience probably would have been provoked by these examples, just as she intended. Moreover, she kept her tone consistent, blunt and advisory in this instance. **[See Paper 9.]**

Conclusions

The student-writers did attempt to adapt their writing to communicate with an audience. Because of their classmates' queries, 13 of 18 students became aware of at least one new rhetorical concern and attempted to make an appropriate change in their writing. Most changes were attempts to clarify. They defined key terms, specified examples, discarded examples, and reordered examples.

The student-writers' sudden concern with clarity was caused by their classmates' response. Many students tried to produce a clear, coherent, unified paper to meet their audience's expectations. Consequently, 11 students made at least one change that did enhance communication.

In analyzing the pre- and post-publication papers, I previously implied that the other seven students were exceptions. Three of the five student-writers whose papers were categorized as superficial probably needed a more sophisticated response than their classmates could offer. Having largely mastered their present rhetorical concerns, these three students naturally shifted their attention to grammatical concerns. The other two student-writers whose papers were categorized as superficial were most likely indifferent to their classmates' response. Although they complained about the inadequacy of the response, the evidence showed that their classmates' messages were almost always pertinent. Finally, the two student-writers whose papers were categorized as ineffective probably needed more practice than they got from just one publishing assignment. Despite the ineffectiveness of their changes, however, they at least recognized the need to adapt to their audience.

Considering the mostly positive results of the Publishing Project, I would suggest that an English teacher make publishing a regular part of a writing assignment. By doing so, the teacher would give students the opportunity to increase their rhetorical acumen. Furthermore, by stratifying this part of assignments throughout the course, the teacher would give students the opportunity to develop their rhetorical abilities gradually. For

example, in the first several assignments, students could practice by publishing for their classmates, as in my Publishing Project. As their rhetorical changes became more successful and more complex, the teacher could assign an audience of outsiders. A local newspaper or a regional magazine might be willing to print a prize student essay; a business firm or a government agency might be willing to respond to students' reports and proposals. Then, in the final assignment, as a capstone experience, the teacher could let the students publish for an audience of their own choice. They could contract with the teacher for a writing project that involved a particular topic, purpose, and audience.

The results of this Publishing Project also suggest fruitful possibilities for future research. Students whose publishing work is judged ineffective and superficial could be tracked in long-term, case studies. Several research questions could be studied: First, would students who write ineffectively improve with practice? What would be their threshold for amount of practice? Second, would students who seem indifferent to their classmates respond better to non-school audiences? Third, would relatively sophisticated student-writers respond better to sophisticated audiences? The answers to these questions would help teachers to incorporate publishing into their writing programs -- with efficacy.

12-6	Rough Draft of Selection 6	Revising
12-8	"Run-on Sentences," MWH 14a & 14b	Exercises 14-1 & 14-2
	Revised Draft of Selection 6	Editing
12-13	Formal Draft of Selection 6	

HOW TO KEEP YOUR W031 NOTEBOOK:

* Purchase a **bound notebook** that includes **pockets** for loose papers.
* Record notebook entries in chronological order.
* Label and date every **entry** at the top of the page.
  "Childhood Friend" 9/14
  "Rough River" 9/14
  "Unexpected Help" 9/14
* Label and date notes about every **selection** -- one of the three entries selected for rewriting -- in the same way.
  Description of Audience for "Childhood Friend" 9/15
  Definition of Purpose for "Childhood Friend" 9/15
  Free-write about "Childhood Friend" 9/15
* Label and date every subsequent **draft** of a selection.
  Rough Draft of "Childhood Friend" 9/21
  Revised Draft of "Childhood Friend" 9/26
* Keep **revising notes** obtained from fellow students in one pocket of the notebook.
* Keep **formal drafts** that have been graded in the other pocket of the notebook.

HOW TO PREPARE A FORMAL DRAFT:

* Prepare every formal draft on separate sheets of paper rather than in the notebook.
* Follow the guidelines in MWH 43a for formatting a title page, typing, and spacing.
* Note that two formal drafts are required for the fourth assignment.

HOW TO FIGURE YOUR GRADE:

* Selections 1, 2, and 3 (paragraph assignments) are worth 25 points:

Notebook Entries	0-5 pts.
Rough Draft	0-5 pts.
Revised Draft	0-5 pts.
Formal Draft	0-10 pts.

A	23-25 pts.
B	20-22 pts.
C	18-19 pts.
D	15-17 pts.
F	0-14 pts.

*Selection 4, for which two different formal drafts are required, is worth 35 points:

A	32-35 pts.
B	28-31 pts.
C	25-27 pts.
D	21-24 pts.
F	0-20 pts.

*Selections 5 and 6 (essay assignments) are worth 45 points:

Notebook Entries	0-5 pts.
Rough Draft	0-10 pts.
Revised Draft	0-10 pts.
Formal Draft	0-20 pts.
A	40-45 pts.
B	36-40 pts.
C	32-35 pts.
D	27-31 pts.
F	0-26 pts.

Please note that every assignment is due at the class meeting indicated on the syllabus. NO POINTS WILL BE GIVEN FOR LATE WORK. (Students should arrange with the instructor to turn in work in advance if they have a legitimate reason for missing a class.)

Note also that on your grade card, a course grade of C or above will be recorded as Satisfactory (S), while a course grade of C- or below will be recorded as Failure (F).

Finally, note that the last day for withdrawal from the course is **Wednesday, October 20**. If you have a course grade of D or above and if you withdrew officially by that time, a course grade of Withdrawal (W) will be recorded. [See "Academic Policies," page 11, in the Class Schedule.]

Paper (1)

Title

pre-publication version

There are many different reasons for living away from home. One could not touch on each reason without pointing out a situation. Therefore I have chosen to discuss the college or young adult situation. When a student is enrolled in college he or she is just getting "out on his or her own". This may bring about the desire to move far away from home. He or she may live in a dormatory or an apartment to be close to school, yet away from home. The fact that many young people do not get along with his or her parents also enhances the wish to live away from home. Finally, the job and or spouse situation occurs. The possibility of the young adult finding a spouse and or a job gives him or her a perfectly profound reason for living away from home. As written here there are many reasons for living away from home. I have touched on just a few, yet each is different.

post-publication version ("ineffective")

addition of title → Living Away From Home

There are many different reasons for living away from home. One could not touch on each reason without pointing out a situation. Therefore I have chosen to discuss the college or young adult situation. When a student is enrolled in college he change in modality → or she may be just getting "out on his or her own". This may bring about the desire to move out. He or she may live in a dormitory, apartment, or house to be close to school, yet away from home. The fact that many young people do not get along with his or her parents also enhances the wish to live away from home. Finally, the job and/or spouse situation occurs. The possibility of the young adult finding a spouse and/or a job change in diction → gives him or her the ideal reason for living away from home. As written here, there are many reasons for living away from home. I have touched on just a few, yet each is different.

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Received a lot of "Good Paragraph"
Changed some grammar + spelling errors.
I gave the paragraph a title because it was suggested.
I changed the word profound to ideal because the student did not think profound sounded quite right.
I did change a line or two from being "living away from home" to moving - this was the part I was about - didn't feel comfortable changing [illegible] Just by getting out - Older college [illegible]

Paper (2)

pre-publication version

1st

Many people leave home when they reach the age around 18. But there are many other reasons they leave home also. First, people leave home because they just want the freedom of being independant and to be on their own. Second, some people don't get along with their parents and they must leave. Third, many people leave home to live with a mate, so they can start their own family. Finally, I believe everyone must leave their parents house at some point in their life.

Many people said that I need a better concluding statement so I did on my final draft

post-publication version ("ineffective")

Many people leave home when they reach the age arond 18, but there are many other reasons they leave home also. First, people leave home because they just want the freedom of being independant and to be on their own. Second, some people dont get along with their parents, and they must leave. Third, many people leave home to live with a mate, so they can start their own family. Finally, there are many more reasons why people leave home, and I have only touched a few. I think everyone must leave home at some point in their life.

rewording →

Many people leave home when they reach the age around 18. But there are many other reasons they leave home also. First, people leave home because they just want the freedom of being independant and to be on their own. Second, some people don't get along with their parents and they must leave. Third, many people leave home to live with a mate, so they can start their own family. Finally, I believe everyone must leave their parents house at some point in their life.

How are you going to raise your family if you are out on the street and have NO job?

Many people leave home when they reach the age around 18. But there many other reasons they leave home also. First, people leave home because they just want the freedom of being independant and to be on their own. Second, some people don't get along with their parents and they must leave. Third, many people leave home to live with a mate, so they can start their own family. Finally, I believe everyone must leave their parents house at some point in their life.

1.) Why leave home at all?

2.) Why around age 18?

Many people leave home when they reach the age around 18. But there many other reasons they leave home also. First, people leave home because they just want the freedom of being independant and to be ... their own. Second, some people don't get along with their parents and they must leave. Third, many people leave home to live with a mate, so they can start their o family. Finally, I believe everyone must leave their parents house at some point in their life.

one other reason is beingable to do what you want with whom you want when you.
(That's why el left home)
HA!
HA!

pre-publication version

Paper (3)

Biology is a very interesting class, and ~~it is~~ my favorite class this semester. I enjoy learning about the cells and what they do. For example, the functions of the DNA. The way the DNA works and how it replicates itself is fascinating. The main focus in this first section has been biochemistry. We have learned about cells, chemical reactions, photosynthesis, and many other ~~chemical~~ reactions and functions that ~~the~~ are valuable to life processes. I have enjoyed this class very much, I ~~wish~~ hope all my ~~classes~~ science classes ~~were~~ are this interesting.

all the work
what's DNA-works
~~Today~~ more reasons

~~Bio~~

The DNA is sometimes called the blueprint of life, it contains all the genetic information valuable to life. For example, the info needed to give you blue-eyes brown hair, heavy build, skin tone and how tall you are.

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post-publication version ("effective")

BIOLOGY

Biology is a very interesting class, and my favorite class this semester. I enjoy learning about the cells and what they do. For example, the functions of the DNA. The way the DNA works and how it replicates itself is fascinating. The DNA is sometimes called the blueprint of life, it contains all the genetic information valuable to life. For example, the information needed to give you blue eyes, brown hair, a heavy or a slim build, how tall you are and even skin coloration. The main focus in this first section has been biochemistry. We have larned about cells, chemical reactions, photosynthesis, and many other reactions and functions that are valuable to life processes. I have enjoyed this class very much, I hope all my science classes are this interesting.

addition of sentence definition, along with example, in support of idea in second sentence →

Reasons I made these changes:

students asked What's DNA?
How does it work?
give more reasons

Paper (4)

pre-publication version

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids, but live at home, and have to work to pay for their kid.

Jan Cargile

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids, but live at home, and have to work to pay for their kid.

Jan Cargile

1.) What about extra spending money or ... to...

a)

2.) why not wait and go to school when kids are ...

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. (Also, some people may need to get financial aid, and so they would need to work to pay for their schooling.) Finally, some students may have kids, but live at home, and have to work to pay for their kid.

Jan Cargile

This sentence was clear. There are financial aid and there were probably going to have to pay for their schools.

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids, but live at home, and have to work to pay for their kid.

Jan Cargile

BEST COPY AVAILABLE

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids, ~~but live at home,~~ and have to work to pay for their kid.

why do they have to work if they get financial aid?

(some students have families to support)

Jan Cargile

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids, but live at home, and have to work to pay for their kid.

why do they go to school if they are already working?

Jan Cargile

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Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids,but live at home, and have to work to pay for their kid.

would they work part time?

Jan Cargile

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids, but live at home, and have to work to pay for their kid.

Jan Cargile

(1) Need to go into more detail, i.e. what the pay for.

(2)

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Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids,but live at home, and have to work to pay for their kid.

Need more examples
Need to make smoother sentences
they are to choppy.

Jan Cargile

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids,but live at home, and have to work to pay for their kid.

Jan Cargile

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids,but live at home, and have to work to pay for their kid.

Jan Cargile

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids, but live at home, and have to work to pay for their kid.

Jan Cargile

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids,but live at home, and have to work to pay for their kid.

Jan Cargile

Maybe more examples, 1 or 2
a concluding statement might be nice

1 version

Students Who Work and Go To School

There are many reasons why students work and go to school. First of all, some students may have their own place, and they would need to work to pay their bills. Also, some people may need to get financial aid, and so they would need to work to pay for their schooling. Finally, some students may have kids, but live at home, and have to work to pay for their kid.

Jan Cargile

Need more examples

pre-publication version

A Successful Team

The Dallas Cowboys have become one of the most successful teams in the NFL over the past two years. First, they were the only team in NFL history to move from last place in their division one year to first place the following year. Second, the Cowboys have many young players like Troy Aikman(quarterback), Emmitt Smith(running back), and Michael Irvin(wide receiver), the Cowboys' three big guns. Next, with any successful team comes a great coaching staff as well. Last of all, after their losing year, they came back the following year to win the Super Bowl. The big part of their success also is Emmitt Smith. He skipped the first two games due to negotiations and they lost both, he came back, and they have yet to lose a game. With all of these qualities, what team wouldn't be a success?

post-publication version ("effective")

A Successful Team

The Dallas Cowboys have become one of the most successful teams in the NFL over the past two years. First, they were the only team in NFL history to move from last place in their division one year to first place the following year. Second, the Cowboys have many young players like their three big guns Troy Aikman(quarterback), Michael Irvin(wide receiver), and Emmitt Smith(running back). Emmitt Smith is probably the big part of their success. He skipped the first two games due to negotiations and the Cowboys lost both, he came back, and the team has yet to lose a game. Next, with any successful team comes a great coaching staff and defense. Last of all, after their losing year, the came back the following year to win the Super Bowl. With all of these qualities, what team wouldn't be a success?

reorder, for coherence →

(5)

I USED most of the suggestions very well. I re ordered, specified better, And changed some words. The class really helped my paper. I changed the Emmitt Smith DEAL AROUND And stuff like that to keep it together.

Jason Farley

Paper 6

pre-publication version

Robin Weston
November 10,93
p.p. 1

Why College Students Work and Go To School At The Same Time;

There are several reasons why students work and go to school. First, some of the college students are single parents. Who have to raise and support their children by themselves. usually the ex - spouse doesn't pay child support on time.

deletion of side comment in post-publication version, for sake of unity

Then there are some college students whose spouses do not make enough money to pay for rent or mortgage payments, utilities, and food. Therefore, they need to work and attend school at the same time. Several students who have not qualified for grants have to get a job to pay for their own tuition. In conclusion, some students who want a better future as well as a better life for their families have to continue to go to school and work at the same time.

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(6)

College Students Who are Parents Work And Go To School At The Same Time.

by

Robin Weston

(Second Draft)

Note: The changes I made was first my topic sentence and I deleted the sentence about the ex-sponse.

Paper (7)

pre-publication version

Auto Body Repair Can Be Dangerous Work

Loretta Duvall

Auto body repair can be dangerous work. First, sanding the old paint off the car creates heavy dust. You must wear protection, such as a face mask, so the dust isn't inhaled into your lungs. Next, the tools are high speed and dangerous. One careless move, with a tool in hand, could mean losing a body part. Finally, the chemicals you work with can be hazardous. Without the proper training and protection, these chemicals could seep through your skin or be inhaled into your lungs. This could cause health problems, from a skin rash, to possible lung and kidney damage. You should always protect yourself when working in this field.

post-publication version ("superficial")

Auto body repair can be a dangerous job. First, sanding the old paint off the car creates heavy dust. You must always wear protection, such as a face mask, so the dust isn't pass inhaled into your lungs. Next, the tools, mainly the grinders, are high speed and dangerous. One careless move, with a tool in hand, could mean losing a body part. Finally, the chemicals, such as paint thinner, can be hazardous. Without the proper training and protection, mod these chemicals could pass be absorbed through your skin or pass inhaled into your lungs causing anything from a skin rash to possible lung or kidney damage. You must always protect yourself when working in this dangerous field.

grammatical concern →

grammatical concern →

I made a few small changes. Most of the class said it was good or needed a chemical example. I used the layman term so it wouldn't get technical and hard to understand. Other than that just a little wording changes.

Paper (8)

pre-publication version

A HARD JOB

My husband's job in a local factory is hard on him physically. The work hours are very long. His shift is twelve hours long , and he gets only a twenty minute lunch time. Also the heat can become unbearable. In the summer the factory can be as hot as 130degrees. He has become heatsick on several occasions. The worst part is the effects of exposure to the machines. During the production process he is burned and cut on a regular basis. The machines are very loud , and his hearing is being effected. The machines emit dust particles and fumes , and he has gotten lung infections from them. I do not understand it but he says he loves his job.

Formal #1

Helen Ward

post-publication version ("effective")

A HARD JOB

specification → My husband's job as an inspector - stacker in a local plastics factory is hard on him physically. The work hours are very long. His shift is twelve hours long, and he is allowed only a twenty minute lunch. Also the heat can become unbearable. In the summer the factory can reach temperatures as high as 130 degrees. He has become sick from the heat on several occasions.

specification → The worst part is the effects of exposure and use of the extrusion machines. During the extrusion process he is both cut and burned on a regular basis. The machines are very loud, and his hearing is being effected. The machines

specification → emit dust particles and fumes, but he is not provided with a face mask. He has complained of chest pain and congestion after contact with the dust and

specification → fumes. I don't understand it but he says he loves his job.

Changes included:
1) Job title
2) information about safety equipment
3) Type of factory
4) Type of machines he works with

All were requested by classmates after the reading.

There were sentence restructuring to make it flow + more understandable.
Finally there were typographical + grammar changes.

Helen

A HARD JOB

My husband's job in a local factory is hard on him physically. The work hours are very long. His shift is twelve hours long , and he gets only a twenty minute lunch time. Also the heat can become unbearable. In the summer the factory can be as hot as 130degrees. He has become heatsick on several occasions. The worst part is the effects of exposure to the machines. During the production process he is burned and cut on a regular basis. The machines are very loud , and his hearing is being effected. The machines emit dust particles and fumes , and he has gotten lung infections from them. I do not understand it but he says he loves his job.

What kinds of machines does the worker work?

A HARD JOB

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does he ever consider working somewhere else doing maybe a slightly different job? what job is it?

sounds good

A HARD JOB

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— where does your husband work? / what factory?
Sounds bad to me. Men are stubborn though :(

— I don't understand why he stays either!

Sounds Good

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A HARD JOB

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What exactly does he do? It might help to know the specific job.

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What kind of machines are they?

A HARD JOB

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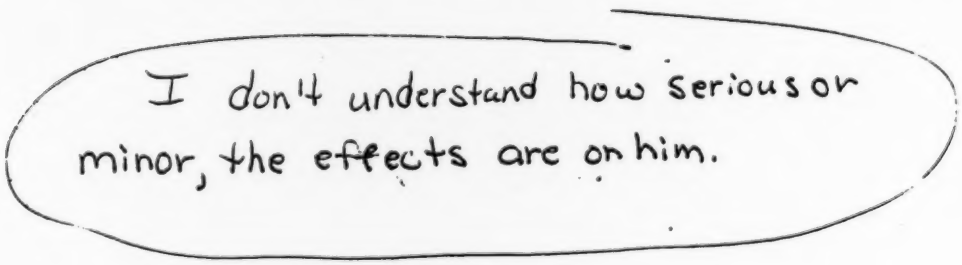

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What exactly is his job, what does he do
Why does he love his job

Good example

A HARD JOB

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I want to know if he makes good money, because to me this sounds like an awful job or really a dangerous job.

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How is she wages to do this job?

A HARD JOB

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1.) what is the name of the factory he works at?

2.) why doesn't he look for another job

A HARD JOB

My husband's job in a local factory is hard on him physically. The work hours are very long. His shift is twelve hours long , and he gets only a twenty minute lunch time. Also the heat can become unbearable. In the summer the factory can be as hot as 130degrees. He has become heatsick on several occasions. The worst part is the effects of exposure to the machines. During the production process he is burned and cut on a regular basis. The machines are very loud , and his hearing is being effected. The machines emit dust particles and fumes , and he has gotten lung infections from them. I do not understand it but he says he loves his job.

What kind of exposure to machines? might want to change the wording

A HARD JOB

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① IT IS A BIT HARD TO FIND A PATTERN OF ORDER, BUT I THINK IT IS WELL WRITTEN

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Paper (9)

post-publication version ("effective")

Amber Bales

DROPPING OUT

orientation toward high-school students as audience →

For some, dropping out of high school may be the "cool" and "wise" thing to do, but in the long run it's the dumb and very uncool way to go. Nowadays, not only is a high school diploma required, a college degree is also needed. You can't attend college without a high school diploma, so how will you get that required degree? When you go to that job interview for a big executive job and it comes down to you and someone with a college degree, who do you think will get the job? You will be the one to wind up with the dead-end job in the mailroom that pays $4.25 an hour. Not only do you get a diploma from high school, you also learn responsibility and patience. An employer is going to look for someone who has the motivation and willpower to get out of bed and go to school. If you don't even have the motivation to do that, how will you gain the motivation to attend work? An employer is also going to want someone who keeps fighting when the going gets tough. When you give up on high school, it shows that you don't have the patience to keep fighting. No one wants that in an employee; so, when you give up on high school you are giving up on your future. As you can see, graduating from high school turns out to be the "cool" and "wise" thing to do!

direct address in 2nd person →

examples relevant to audience →

advisory tone throughout paragraph ↗

FINAL DRAFT